

Alameda High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Alameda High School
Street	2200 Central Avenue
City, State, Zip	Alameda, CA 94501
Phone Number	510-337-7022
Principal	Robert Ithurburn
Email Address	rithurburn@alamedaunified.org
School Website	https://ahs.alamedaunified.org
County-District-School (CDS) Code	01611190130229

2023-24 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website	https://www.alamedaunified.org

2023-24 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

Alameda High School Vision Statement:

We envision a learning community which promotes intellectual growth and encourages social responsibility. We commit ourselves to creating a place wherein all learners can demonstrate positive work habits and attitudes, think critically, and acquire knowledge and skills necessary to be effective citizens.

School-Wide Learner Outcomes

- I. We demonstrate positive personal qualities, work habits and attitudes of motivated learners and informed citizens.
 - We embody integrity and honesty, respect diversity and treat all people with dignity.
 - We are punctual, diligent and responsible for our own actions.
 - We apply organizational skills to our work and daily life.
 - We participate in, and contribute to our community
- II. We demonstrate knowledge and skills reflecting California State and other academic Standards.
 - We read, write and speak effectively.
 - We are aware of historic, social, economic and global issues.
 - We value and embody physical fitness and health.
 - We participate in the visual and performing arts as artists and spectators.
 - We seek cross-cultural understanding through study of world cultures and languages.
 - We understand and apply mathematical and scientific principles.
- III. We demonstrate the skills to think and reason effectively and solve problems creatively.

2023-24 School Description and Mission Statement

- We analyze, evaluate and synthesize information.
- We think critically and engage in creative problem solving.
- We work effectively and collaborate with colleagues.

IV. We apply technology effectively to academic, vocational, and everyday needs

About Our School:

Alameda High School (AHS), home of the Hornets is a comprehensive public high school that serves over 1,800 students. We are a diverse learning community that fosters creative thinking and varying perspectives. AHS has a strong Advanced Placement (AP) program with a 74% pass rate on this year's AP exams. In the past few years, Alameda High has built up our Career Technical Education program to include: Film/Video Production, Multimedia Arts, Computer Science Principles, Sports Medicine, and Biotechnology. Students have the opportunity to study one of three world languages and/or to express their creative talents in our drama, dance, instrumental music, or visual arts programs.

Students needing additional assistance with academics or social/emotional needs can receive services through our Special Education program, our counseling department, or the on campus School Based Health Center. English language learners have the opportunity to study English language Development in a leveled program designed to help them achieve fluency.

All students explore issues relevant to youth and success throughout and post high school in our Navigating Life and Adulting classes. Topics include College and Career exploration and skills, money management, themes related to health such nutrition, sexual health in accordance with the California Healthy Youth Act, drug use and abuse, and mental health. In addition, all freshmen take a course on Ethnic Studies as part of their high school curriculum in order to earn their high school diploma.

Outside of academics, the school promotes connections for students to AHS as a crucial part of their high school experience. Students have access to 23 sports programs and more than 64 social, community service and cultural clubs in which to participate. In addition, we have outstanding drama and music programs that together produce professional quality productions such as this year's production of Radium Girls as well as original student-written plays. Alameda High School fosters students giving back to their community through the expectation of community service hours in order to earn their high school diploma.

Alameda High School is located in the island community of Alameda at the foot of San Francisco Bay. This year, AHS was again rated by News and World Report in the top three percent of public high schools in the nation. As a community, we are proud of our students, their work ethic, their resiliency in the face of a recent world health, climate, and political issues, and all their ongoing accomplishments.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	433
Grade 10	469
Grade 11	452
Grade 12	448
Total Enrollment	1,802

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6%
Male	51.7%
American Indian or Alaska Native	0.1%
Asian	29.1%
Black or African American	4.1%
Filipino	5.1%
Hispanic or Latino	17.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	12.5%
White	30.4%
English Learners	5.8%
Foster Youth	0.1%
Homeless	0.7%
Socioeconomically Disadvantaged	32%
Students with Disabilities	13.2%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.90	85.13	448.70	83.21	228366.10	83.12
Intern Credential Holders Properly Assigned	1.90	2.53	9.40	1.75	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.80	3.62	48.90	9.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	3.89	17.80	3.32	12115.80	4.41
Unknown	3.70	4.81	14.20	2.64	18854.30	6.86
Total Teaching Positions	77.40	100.00	539.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	62.90	81.33	432.20	83.39	234405.20	84.00
Intern Credential Holders Properly Assigned	0.40	0.52	9.90	1.93	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	3.86	37.10	7.17	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	2.34	12.80	2.48	11953.10	4.28
Unknown	9.20	11.95	26.00	5.03	15831.90	5.67
Total Teaching Positions	77.40	100.00	518.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	2.80	1.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.80	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.60
Local Assignment Options	2.60	1.10
Total Out-of-Field Teachers	3.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.8	4.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Thematic Units centered around novels common across grade levels. Novel lists currently in revision.	Yes	0.0
Mathematics	Precalculus with Limits: A Graphing Approach (5th). McDougal Littell, 2008. Adopted 4.28.09	Yes	0.0

	Calculus: Early Transcendental Functions (6th). Cengage Publishing, 2015. Adopted 6.28.16. Statistics: Workshop Statistics, Key College Publishing 2008. Adopted 4/28/2009; AP Statistics The Practice of Statistics (5th). Bedford, Freeman, and Worth, 2015. Adopted 6.28.16. Stats in your World (3rd) Savvas 2020 Adopted 5.9.2023		
Science	Biology. Prentice Hall (Pearson), 2004. Adopted 5.13.08. Campbell Biology In Focus. Pearson AP Edition, 2014. Bridge Materials. AP Environmental Science. Prentice Hall (Pearson) 10th, 2007. Adopted 5.13.08. Chemistry (Zumdahl). Brooks/Cole, 9th (AP Edition), 2014. Bridge Materials. Conceptual Physics. Prentice Hall (Pearson), 2009. Adopted 5.13.08. Chemistry in the Earth System HMH, 2020 Adopted 5.9.23	Yes	0.0
History-Social Science	MW H: World History, The Modern Era. Prentice Hall, 2007. Adopted 4.07. USH: The Americans: Rec. to the 21st Century. McDougal Littell (HMH), 2007. Adopted 4.07. AP USH: America's History. Bedford St. Martin, 2000. Adopted 6.13.00. AP Euro: Western Civilization. Thomson Wadsworth (HMH), 2006. Adopted 6.26.07. AP Gov: American Government Institutions and Policies. HMH, 2004. AP Economics: Economics Principles & Practices. Harcourt, 2001. Adopted 4.23.02. Econ: Economics Principles & Practices. Glencoe/McGraw - Hill, 2001. Adopted 2.13.01. Gov: Magruder's American Government. Prentice Hall (Pearson), 2003. Adopted 1.14.03.	Yes	0.0
Foreign Language	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	Yes	0.0
Health	Health Standards guide programming	No	0.0
Visual and Performing Arts	VAPA standards guide programming	No	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

The Alameda High School was built in 1924 on a 15.41 acres site. The building is 116,784 sf. The historic modernization project was completed in summer 2019 with work done to stabilize the foundation, restored the historic value of the windows, upgraded structure supports, and new furniture. The school is very clean.

Year and month of the most recent FIT report

8/9/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			B209: Blinds need repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			D113: Ants D120: Ants D122: Ants D125: Ants
Electrical	X			B209: Blinds need repair E Staff Restroom 2nd floor: Sink is clogged Main Gym: Missing three junction box covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B204: Sink is clogged E Staff Restroom 2nd floor: Sink is clogged E103: Drinking fountain is not working Patton Gym: water station needs repair. 1 broken window facing courtyard.
Safety: Fire Safety, Hazardous Materials	X			B211: No fire extinguisher C209: No fire extinguisher D205: Fire code violation; extension cord to extension cord
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D Girls Restroom: Window trims need to be replaced. Patton Gym: water station needs repair. 1 broken window facing courtyard.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	78	65	63	47	46
Mathematics (grades 3-8 and 11)	57	51	53	54	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	450	421	93.56	6.44	78.15
Female	219	201	91.78	8.22	82.09
Male	227	217	95.59	4.41	74.19
American Indian or Alaska Native	--	--	--	--	--
Asian	109	106	97.25	2.75	75.47
Black or African American	16	15	93.75	6.25	60.00
Filipino	25	24	96.00	4.00	87.50
Hispanic or Latino	76	69	90.79	9.21	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	54	93.10	6.90	81.48
White	161	150	93.17	6.83	84.67
English Learners	18	16	88.89	11.11	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	132	91.67	8.33	62.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	38	84.44	15.56	31.58

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	450	419	93.11	6.89	51.20
Female	219	200	91.32	8.68	50.75
Male	227	216	95.15	4.85	51.39
American Indian or Alaska Native	--	--	--	--	--
Asian	109	105	96.33	3.67	62.86
Black or African American	16	15	93.75	6.25	13.33
Filipino	25	23	92.00	8.00	39.13
Hispanic or Latino	76	69	90.79	9.21	28.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	54	93.10	6.90	59.26
White	161	150	93.17	6.83	57.05
English Learners	18	16	88.89	11.11	18.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	131	90.97	9.03	36.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	38	84.44	15.56	16.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.97	53.42	50.32	51.49	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	854	818	95.78	4.22	52.63
Female	420	399	95.00	5.00	53.63
Male	426	413	96.95	3.05	51.21
American Indian or Alaska Native	--	--	--	--	--
Asian	233	230	98.71	1.29	55.65
Black or African American	31	29	93.55	6.45	20.69
Filipino	48	46	95.83	4.17	41.30
Hispanic or Latino	144	136	94.44	5.56	34.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	109	105	96.33	3.67	57.14
White	282	266	94.33	5.67	63.91
English Learners	34	32	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	217	205	94.47	5.53	41.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	77	84.62	15.38	11.69

2022-23 Career Technical Education Programs

ALAMEDA HIGH SCHOOL CTE COURSES OFFERED UC A – G:

Biotechnology 1 (D)
Biotechnology 2 (D)
Computer Science Discoveries CTE 1 (D)
Computer Science Principles CTE 2 (D)
AP Computer Science Principles CTE 2 (D)
Digital Filmmaking 1 (F)
Digital Filmmaking 2 (F)
Multimedia Art 1 (F)
Advanced Multimedia Art 2 (F)
Sports Medicine 1 (G)
Sports Medicine 2 (G)

Career Technical Education Pathways - Industry Sector CTE Pathways:

Health Science & Medical Technology - Biotechnology
Biotech 1
Biotech 2

Health Science & Medical Technology - Sports Medicine
Sports Medicine 1
Sports Medicine 2

Information Computer Technology - Computer Science
Computer Science Discoveries CTE 1
Computer Science Principles CTE 2

Arts Media & Entertainment - Multimedia
Multimedia Art 1
Advanced Multimedia Art 2

Arts Media & Entertainment - Digital Filmmaking
Digital Filmmaking 1
Digital Filmmaking 2

CTE Industry Advisory Members:

Nicole Kidd, Chair Owner, NK Insights – Marketing
Susan Haworth Owner, Cambios Life Coaching All Sectors
Madlen Saddik Exec. Director, Alameda Chamber of Commerce - All sectors
Andrew Wiedlea, Lawrence Berkeley Labs (parent) – ICT
Eric Fonstein Development Manager, City of Alameda - All sectors
Doug Bruce, Biomanufacturing Professor, Laney College - Health Science
Daniel Gerard, EMT Education Coordinator, Alameda Fire Dept - Allied Health
Jasmine Nagakawa-Wong, Program Manager, Faces for the Future - Allied Health
Vina Cera Co-Chair, Media Communications Department, Laney College - Arts Media & Entertainment
Damon Tighe Training Specialist, Bio-Rad Health Science
Lynne Moore-Kerr, Early Childhood Family Service, Alameda Family Services – Education
Annie Thatcher-Stephens - Trainer, Allied Health; Shaun Daniels Owner, Castaway Creative - Arts Media & Entertainment
Ying-Tsu Loh, Executive Director, BABEC - Health Science
Philip Monego, California Historic Radio Society - Arts Media & Entertainment

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	653
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.95
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	76.03

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93.9%	92.1%	94.3%	90.0%	81.9%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community

2023-24 Opportunities for Parental Involvement

Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.3	0.9	0.5	4.2	1.9	1.5	9.4	7.8	8.2
Graduation Rate	92.4	95.6	97.1	89.9	94	94.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	410	398	97.1
Female	203	199	98.0
Male	203	195	96.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	124	122	98.4
Black or African American	16	15	93.8
Filipino	23	23	100.0
Hispanic or Latino	70	65	92.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	48	47	97.9
White	121	118	97.5
English Learners	34	31	91.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	138	133	96.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	38	80.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1856	1837	240	13.1
Female	877	866	105	12.1
Male	961	953	132	13.9
Non-Binary	18	18	3	16.7
American Indian or Alaska Native	2	2	0	0.0
Asian	535	535	27	5.0
Black or African American	80	77	16	20.8
Filipino	94	92	9	9.8
Hispanic or Latino	325	321	71	22.1
Native Hawaiian or Pacific Islander	9	9	5	55.6
Two or More Races	234	231	28	12.1
White	559	553	83	15.0
English Learners	127	127	19	15.0
Foster Youth	3	3	2	66.7
Homeless	17	15	9	60.0
Socioeconomically Disadvantaged	628	619	112	18.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	251	245	53	21.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.28	1.83	3.93	0.09	1.76	2.71	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.93	0
Female	2.85	0
Male	4.99	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.5	0
Black or African American	8.75	0
Filipino	1.06	0
Hispanic or Latino	6.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.27	0
White	3.94	0
English Learners	3.94	0
Foster Youth	0	0
Homeless	5.88	0
Socioeconomically Disadvantaged	5.41	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.17	0

2023-24 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis), and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

The existing School Safety Plan was updated on January 27, 2023 and reviewed with staff on the same day. It was then adopted by the School Site Council on March 22, 2023.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	9	13
Mathematics	28	6	4	18
Science	34		3	13
Social Science	26	8	8	14

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	17	18	35
Mathematics	27	14	15	32
Science	32	2	8	30
Social Science	28	11	17	33

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	14	28	27
Mathematics	28	11	17	30
Science	32	2	12	25
Social Science	29	9	9	41

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	360.4

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,620.57	\$7,290.28	\$9,330.29	\$85,975.00
District	N/A	N/A	\$10,197.69	\$88,710
Percent Difference - School Site and District	N/A	N/A	-8.9	-3.1
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	20.3	-1.6

Fiscal Year 2022-23 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,160	\$54,190
Mid-Range Teacher Salary	\$84,356	\$85,111
Highest Teacher Salary	\$110,139	\$104,999
Average Principal Salary (Elementary)	\$140,806	\$132,492
Average Principal Salary (Middle)	\$150,601	\$140,987
Average Principal Salary (High)	\$149,703	\$153,884
Superintendent Salary	\$250,000	\$255,503
Percent of Budget for Teacher Salaries	32.69%	32.09%
Percent of Budget for Administrative Salaries	6.4%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	48
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	9
Fine and Performing Arts	1
Foreign Language	2
Mathematics	7
Science	8
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	48

Professional Development

Schools have implemented weekly collaborations around district initiatives. AHS has focused their collaboration around: Instructional Design, Outreach to and involvement of families in the educational experience, Student Discourse, and creating culturally responsive classrooms. Teachers have self-selected themselves into one of these four focus areas and then have determined 15 sub-focus projects that they are developing or working on.

Some teachers have been participating in the Grading for Equity work group that is working to remove practices that may be inequitable for students. The group meets monthly and has been working to change district policy around grading, discuss standards, and follows much of the teachings from Feldman's. Grading for Equity.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development. In the recent past, the district has offered training in the following strategies: Inquiry by Design, Systematic ELD, Close Reading, Google Docs, SIMS, Constructing Meaning, Universal Design for Learning, Restorative Practices, and Facing History, Facing Ourselves.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4